



# The Effect of Student Management on Students at Madrasah Aliyah Negeri 1 Jembrana Bali's Religious Moderation Attitude

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**Abstract.** The promotion of religious moderation in schools nowadays is a result of the issue of intolerance that has crept into Indonesia's educational system. In Madrasah Aliyah Negeri 1 Jembrana, this study looked at how student management affected students' attitudes about religious moderation. This study uses a mixed research approach; quantitative and qualitative combined into one. The population includes all students of Madrasah Aliyah Negeri 1 Jembrana classes X, XI, and XII, totaling 362. With the sampling method utilizing the Purposive Simple Random Sampling methodology, there are 31 samples total. Quantitative data gathering methods include the use of questionnaires, as well as observation, interviews, and documentation (qualitative). Data analysis utilizing qualitative descriptive and simple linear regression analysis with the aid of SPSS Statistics 26 1) The Madrasah Aliyah Negeri 1 Jembrana students' attitudes toward religious moderation were not significantly impacted by student management, according to the t-test results, which revealed a significance value of X of 0.373, which is higher than 0.05. Additionally, it is discovered that the t-count value of 0.906 is less than the t-table value of 2.045. Thus, it can be concluded that 1) student management has no bearing on students' attitudes toward religious moderation, and 2) the religious moderation of students may be influenced by external factors that are more important, such as factors related to families, the local community, and social media.

**Keywords:** Student Management · Attitudes · Religious Moderation

## 1 Introduction

Indonesia is a country with a diversity of ethnic, ethnic, cultural, language, and religions that is almost unmatched in the world. Besides six of the most widely embraced religion by the community, there are hundreds or even thousands of tribes, regional languages, and scripts, as well as local beliefs in Indonesia. The diversity of a nation certainly gives rise to its challenges, especially in establishing harmony. It's not an easy thing to put together differences, because not infrequently differences lead to be found discord and even conflict. Data analysis utilizing qualitative descriptive and simple linear regression

analysis with the aid of SPSS Statistics 26 1) The Madrasah Aliyah Negeri 1 Jembrana students' attitudes toward religious moderation were not significantly impacted by student management, according to the t-test results, which revealed a significance value of  $X$  of 0.373, which is higher than 0.05. Additionally, it is discovered that the t-count value of 0.906 is less than the t-table value of 2.045. Thus, it can be concluded that 1) student management has no bearing on students' attitudes toward religious moderation, and 2) the religious moderation of students may be influenced by external factors that are more important, such as factors related to families, the local community, and social media.

Religious moderation is one of the important spectrums that students want to strengthen, to create schools' outputs that have tolerant attitudes and behavior, acknowledge the existence of other parties, respect opinions, and do not impose their will using violence [1]. Religious moderation is an output that is very much needed in this millennial era, in which there are still many radical ideas emerging as groups that are contrary to the values or teachings of moderation itself. The output of pious and knowledgeable human beings is an important agenda to achieve the Madrasah's vision in 2030 as a superior and competitive school.

Nowadays, cases of intolerance are still common in some schools in Indonesia. A school is a place where the understanding and meaning of pluralism are sown as the identity and wealth of the nation. Cases of intolerance in schools are again gaining attention. Pressure by the SMK N 2 Padang West Sumatra School on one of its students to wear a headscarf made the public react strongly and previously, in October 2020, the case for the election of the chairman of the OSIS SMA 58 Jakarta also attracted public attention. Unscrupulous teachers and local Islamic Spiritualists (Rohit) carry religious sentiments in campaigning for the candidate for the OSIS chairman they support, [2]. The emergence of intolerance is caused by four factors, firstly sectarian religious views, secondly religious populism, and third politicians who use religion. And the last, namely the establishment of houses of worship which are prohibited based on religion, thus causing intolerance. Transnational and radical ideologies such as intolerance have penetrated the education sector and there have been a lot of doctrinarians, which also affects future generations.

In 2017 the results of research from PPIM; Centre of Islamic and Community Studies According to a survey by UIN (State Islamic University) Syarif Hidayatullah Jakarta [3] of students, lecturers, or teachers from 34 Indonesian provinces, up to 34.3 percent of respondents hold anti-religious organizations other than Islam intolerant views. 48.95 percent of the student respondents believe that religious education makes them less likely to associate with adherents of other faiths. A total of 58.5 percent of student respondents hold extremist religious views. Understanding radicals and intolerance enter schools through; (1) classroom learning activities by teachers, (2) through textbooks that are suspected of containing intolerance content, (3) By the influence and involvement of alumni in school-related student activities, and (4) weak policies of the principal. Now, schools or education foundations have to prevent the influence of radicalism.

On another side, student management is one of the scopes of Islamic Education Management. Student management according to Sudrajat as cited in Machali et al. [4] is an effort to regulate students starting from students enter school until graduating from

school. Knezevich as cited in Machali et al. [4]. Additionally, it is asserted that student management is a service that concentrates on managing, supervising, and serving students both inside and outside of the classroom. Examples include introductions, registration, and individual services like the development of all abilities, interests, and needs up until graduation from school.

Student management is a policy that applies to all enrolled students, regardless of whether they graduate or become alumni [5]. The scope of student management according to [6] is as follows; 1) Student planning, 2) Coaching students, 3) and evaluation of students. Student management is considered very important to be able to realize civil society, especially in the way of life in education. This is also because educational institutions are small but very influential communities. In addition, efforts in its implementation must also be carried out, for example; by structuring student affairs in a good, orderly, and orderly manner. More precisely, student management has a goal to regulate all kinds of activities of students so that the activities carried out can support the learning process in educational institutions so that it can run as it should be.

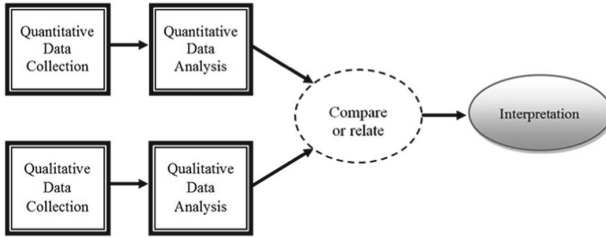
Student management is very important because it has a role to manage all activities related to students, with this management is expected to provide a more optimal order so that the educational process will achieve goals effectively and efficiently. These activities are in the form of activities for student services that aim to advance the quality of schools for the better with effective and efficient handling, both in the classroom and outside the classroom starting from introduction, and development until students are ready to take part in activities. Not only it accommodates students as more as possible, but there is clear management to prevent intolerance influence attitudes so that the output of students has moderate attitudes.

Islamic educational institutions are the basis of religious moderation laboratories. The school environment is an alternative in sowing the values of religious moderation to strengthen national commitment, and harmony and upholds love for fellow human beings. By the mandate of the 2003 National Education System Law that Islamic education must lead students to religious cognitive abilities and virtuous character. MAN 1 Jembrana is one of the Islamic institutes of learning, which has to run a program from the government, which is Kementrian Agama RI; KMA No. 93 Tahun 2022 about Guidelines for the Implementation of Strengthening Religious Moderation for Civil Servants. It is also explained in the guidance book; "Moderate Beragama" printed in 2019 by Badan Litbang dan Diklat Kementerian Agama RI. But, how is the implementation? It is still debatable until now. So, the researchers examined it to MAN 1 Jembrana Bali.

## 2 Method

A mixed techniques approach was adopted for this study. This research is a research phase that combines the qualitative and quantitative research methods that have been used in the past. Mixed research, according to [7], is a research strategy that blends qualitative and quantitative research.

This method is more sophisticated than just gathering and evaluating two different forms of data; it also takes into account how the two research methodologies work together as a whole, giving this method more overall strength than qualitative and quantitative research [8]. The specification of the research used is a descriptive analysis which



**Fig. 1.** Schema of Mix-Method

aims to make a description or description of the facts, characteristics, and influences between the phenomena being investigated (Fig. 1).

A sequential mixed methods approach was applied in this work, particularly the sequential explanatory approach. Quantitative data collection and analysis are the first steps. Then comes stage two, collect and analyze qualitative data. Quantitative data is from questionnaires collected from students of MAN 1 Jembrana and qualitative data is the result of classroom observations and interviews with teachers and students. This information is gathered in MAN 1 Jembrana Bali between April 4 and April 8, 2022.

### 3 Result

#### 3.1 Data Quantitative

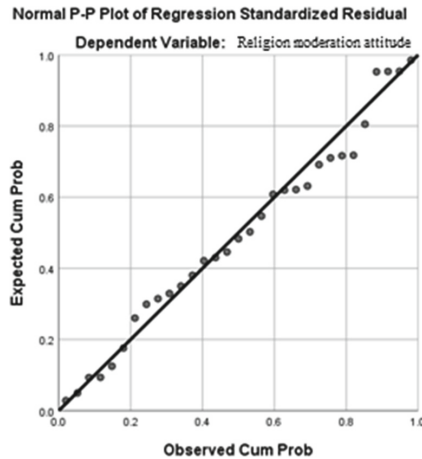
##### Descriptive Analysis

The descriptive analysis of quantitative data resulted from each variable, namely Student Management (X) and Religious Moderation Attitude (Y), using the following categories and frequencies:

According to the data in Table 1, student management for the 31 respondents in the very high category was 10 students with a percentage of 32%, in the high category it was 21 students with a percentage of 68%, in the medium category it was 0 students with a percentage of 0%, in the low category it was 0 students with a percentage of 0%,

**Table 1.** Data Description

Category	Student Management (x)		Religious Moderation Attitude	
	Frequency	Percentage	Frequency	Percentage
Very High	10	32%	4	13%
High	21	68%	21	68%
Middle	0	0%	6	19%
Low	0	0%	0	0%
Vary Low	0	0%	0	0%



**Fig. 2.** The Result of Normality Test

and in the very low category it was 0 students with a percentage of 0%. Then, of the 31 respondents, 4 students in the very high category had a religious moderation attitude of 13 percent; 21 students in the high category had a religious moderation attitude of 68 percent; 6 students in the medium category had a religious moderation attitude of 19 percent; 0 students in the low category had a religious moderation attitude of 0 percent; and 4 students in the very low category had a religious moderation attitude of 13 percent.

## Inferential Analysis

### 1. Normality test

The purpose of the normality test is to ascertain whether or not the data from the variables under study are normal. The Kolmogorov-Smirnov formula can be used in SPSS to perform a normality test for this study. The outcome is (Fig. 2);

The real data points in the image above may be seen to follow a diagonal line, indicating that the data is regularly distributed. Therefore, the regression's normality statement's premise can be satisfied.

### 2. Autocorrelation test, second

In a linear regression model, autocorrelation is used to assess whether there is a relationship between the confounding error in period  $t$  and the error in period  $t-1$  (previous). One could assert that the residual values are not correlated with one another, so it is called an autocorrelation problem.

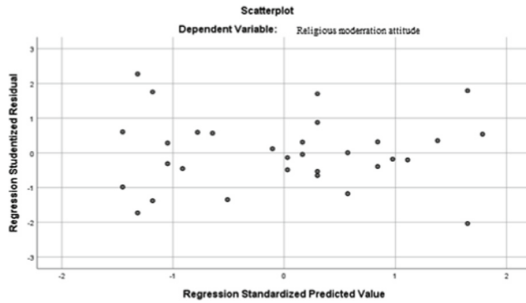
Given that  $D-W = 1.395$  and that the number is between 1.55 to 2.46, it is clear from Table 2 that there is no autocorrelation or other issue with this study in order to perform a straightforward linear regression analysis for the purpose of testing research hypotheses.

**Table 2.** The Result of Autocorrelation Test

<b>Model Summary<sup>b</sup></b>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.166 <sup>a</sup>	.028	-.006	8.64274	1.395

<sup>a</sup>Predictors: (Constant), Students Management

<sup>b</sup>Dependent Variable: Religious Moderation Attitude



**Fig. 3.** The Result of Heteroscedasticity Test

3. Test of autocorrelation

In a linear regression model, autocorrelation is used to assess whether there is a relationship between the confounding error in period t and the error in period t-1 (previous). It is referred regarded as an autocorrelation problem since it may be claimed that the residual values are not connected with one another (Fig. 3).

It is obvious from the scatterplot in the image above that there is no discernible pattern, and the points are dispersed above and below the value 0 and the Y axis, indicating that there is no heteroscedasticity in this study.

**Hypothesis Test**

This study use straightforward linear regression analysis to evaluate the following hypothesis:

1. Ha: At MAN 1 Jembrana Bali, there is no discernible relationship between student management and students' attitudes on religious moderation.
2. H0: At MAN 1 Jembrana Bali, there is a substantial relationship between student management and students' attitudes about religious moderation.

Then, correlation or relationship (R) is calculated. The result is;

**Table 3.** The Result of R

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.166 <sup>a</sup>	.028	-.006	8.64274

<sup>a</sup> Predictors: (Constant), Student Management

<sup>b</sup> Dependent Variable: Religious Moderation Attitude

**Table 4.** Shows the results of a simple linear regression test.

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
1.	(Constant)	46.826	19.168		2.443	.021
	Student Management	.193	.213	.166	.906	.373

<sup>a</sup> Dependent Variable: Religious Moderation Attitude

Table 3 displays the correlation or relationship's (R) value, which is 0.166, in terms of magnitude. The R Square coefficient of determination for the output is 0.028. It implies that the independent variable has a 2.8 percent influence on the dependent variable (religious moderation attitude) (Student Management).

The effect is then calculated by the researchers using a simple linear regression test.

The regression equation can be expressed as follows: Constant (a) is equal to 46.826 in Table 4, while student management (b/regression coefficient) is equal to 0.193.

$$Y = 46,826 + 0,193X \quad Y = a + bX$$

The translation of the equation is:

1. The participation variable's consistent value is 46,826 as indicated by the constant of that number.
2. According to the X regression coefficient of 0.193, the participation value rises by 0.193 for each percent improvement in student management scores. The direction of the influence of the variable X on Y is positive, as indicated by the positive regression coefficient.

The t-test comes last. The outcome is;

The following can be said in relation to Table 5:

1. Based on the significance value, the Coefficients table obtained a significance value of  $0.373 > 0.05$ . Therefore, it can be said that variable X has no impact on variable Y.

**Table 5.** The Result of t-test

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	46.826	19.168		2.443	.021
	Student Management	.193	.213	.166	.906	.373

<sup>a</sup> Dependent Variable: Religious Moderation Attitude

2. According to the t value, the t-count value is 0.906 t-table 2.045. To ensure that MAN 1 Jembrana students’ attitudes toward religious moderation are unaffected by student management

**Data Qualitative**

Based on the result of observations held from 4th until 8th April 2022, the researchers encountered several problems regarding the diversity in MAN 1 Jembrana such as; (1) Lack of information about religious moderation. The author observes that information about religious moderation in this school is only conveyed through teaching and learning activities, especially in the teaching-learning process, and even then implicitly so that students’ understanding is not complete and comprehensive. (2) The lack of a forum for self-development regarding the values of religious moderation. The provision of a forum to develop the potential possessed by students is very necessary to support the understanding of religious moderation. Currently, there is no comprehensive and easily accessible container in MAN 1 Jembrana. (3) Millennials are prone to religious radicalism. The “hijrah” movement that uses a textual interpretation of Al-Qur’an through youtube, Instagram, TikTok, Twitter, and other social media channels is very vulnerable to being consumed and understood by the millennial generation which triggers an understanding of religious radicalism.

Then, the researchers interviewed the teachers of MAN 1 Jembrana. The first is Abid Rahman (5th April 2022). He said that MAN 1 Jembrana has started to implement Internalization of Religious Moderation Character Values since the government instructed to run the program “Strengthening Religious Moderation”. The strategic role of educational institutions is to end the cycle of religiously motivated violence. To ensure that all Madrasah residents have a broad understanding of religion, extensive religious information must be taught in educational institutions rather than only a portion of it. In order to create a calm and secure atmosphere free from numerous risks, the name of the character values of religious moderation strives to develop a harmonious interaction between teachers, students, the community, and the surrounding environment.



The second is Moch. Munib (6th April 2022). He explained that strengthening religious moderation in MAN 1 Jembrana must prioritize the values of integrity, solidarity, and tolerance. These basic values are an important part of efforts to develop Islamic religious education which is rahmatan Lil 'Alamin'. He added The values that need to be instilled in MAN 1 Jembrana residents refer to the principles of religious moderation, namely: Take the middle road with (a) Tawassuth (balanced), (b) Tawzun (balanced), (c) I'tidl (straight and firm), (d) Tasmuh (tolerance), (e) Muswah (equality), and (f) Syur (discussion).

The third is Agus Subagya (7th April 2022). He elaborated that the role of teachers is very important in the implementation of the program "Strengthening Religious Moderation". The purpose of national education is to educate the nation's life. Educating means making students recognize themselves; recognize their potential, the environment, and the surrounding community. Teachers must be able to provide enlightenment about religious moderation for the purpose of fostering in students a sense of harmony with the environment and their natural surroundings. With this information, it is intended that people will live in harmony and be able to coexist with those of other religions, beliefs, ethnicities, and other types of difference. Of sure, the teacher's job is important. To ensure that educational objectives are met in this situation, the teacher must have a teacher principle who can treat children nicely.

Then, Dinar Nabil Abdillah (8th April 2022) is one of students in MAN 1 Jembrana. When he was asked, "Is religious moderation really important for Indonesia?" he explained, "Yes, it is very important, because Indonesia is a country whose people are very religious and at the same time plural. Although not a country based on a particular religion, our society is very closely related to religious life. There is hardly a single daily affair that is not related to religion. That's why, freedom of religion is also guaranteed by our constitution. Well, our task is how to maintain a balance between religious freedom and national commitment to foster love for the homeland".

The last is a student namely; Nazar Ahmad Harris (8th April 2022). When he was asked, "What are the views, attitudes, and practices of religion that are considered extreme or exceeding limits?" he explained, "Just look, there are three sizes that can be a benchmark. First, it is considered extreme if in the name of religion, someone violates the noble values and noble dignity of humanity; because religion was sent down to glorify humans. Second, it is considered extreme if in the name of religion, someone violates a collective agreement that is intended for the benefit; and third, it is considered extreme if in the name of religion, someone then violates the law. So, a person who in the name of carrying out the teachings of his religion but violates these three limits, can be called extreme and exceeds the limit".

## 4 Discussion

The mainstream of Islam in Indonesia has recently been stressed as being moderate Islam (wasathiyah). Along with providing a solution to a number of religious and societal issues, this idea of mainstreaming comes at the ideal time for the moderate

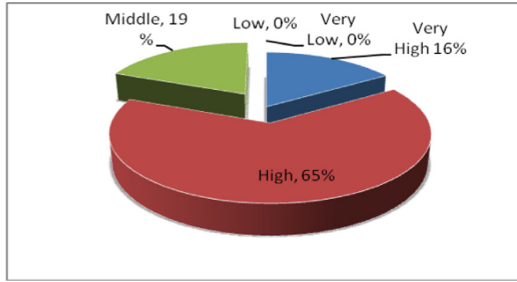


Fig. 4. The Descriptive Data of Students Management

generation to move more aggressively forward with the aid of the appropriate educational system. Moderate Muslims must act more peacefully if radicals, fanatics, and puritans are speaking out loudly against violent activities. Rearranging student administration in each Indonesian school is one of the alternatives.

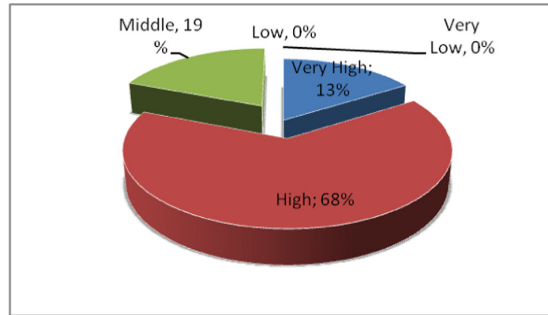
Student management refers to the control of students at a school from the time they enroll until graduation, even after they have graduated (Warisno, 2021:17). According to other viewpoints, student management is an activity that regulates students from the time they enroll in schools until they graduate (Fig. 4).

The researcher can infer from the aforementioned diagram that student management in the v very high category is 32 percent, student management in the high category is 68 percent, student management in the medium category is 0 percent, student management in the low category is 0 percent, and student management is in the very category is 0 percent. So it can be concluded that student management at MAN 1 Jembrana is in the high category on average with 68 percent.

Student Management Variable which consists of 3 sub-variables, namely planning, coaching, and evaluation with 22 statement items with the highest score obtained in student planning with indicators for the selection of prospective students, with statement item number 5, namely “I am obliged to take the interview and written test in the process of selecting prospective new students at MAN 1 Jembarana”. In this instance, it is clear that the incoming freshmen pupils are MAN 1 Jembarana have gone through the appropriate selection process so that the prospective students obtained are of high quality.

Then, the attitude of religious moderation is a specific statement about what students can know and do, as a result of learning, which is generally in the form of abilities, competencies, and attitudes. In this study, the questionnaire results were given with 17 statement items. The following data were obtained (Fig. 5):

According to the description above, each group must be willing to be flexible, accepting, and cooperative in order to practice religious moderation. In order to practice managing and overcoming disparities in religious understanding, everyone who embraces religion, ethnicity, ethnicity, culture, and others must understand each other and learn from each other [9]. Maintaining a balance between two things, such as between revelation and reason, the physical and the spiritual, rights and obligations, and individual



**Fig. 5.** The Descriptive Data of Religious Moderation Attitude

and communal interests, is one of the fundamental tenets of religious moderation. What is referred to as the essence of religious moderation and fairness is a balance between necessity and spontaneity, between religious texts and the ijtihad of religious leaders, between ideals and realities, and between the past and the future.

Finally, this study seeks to ascertain whether student management at MAN 1 Jemberana has a sizable impact on students' attitudes toward religious moderation. The hypothesis ( $H_a$ ) was rejected after a straightforward linear regression analysis utilizing the t statistic test showed that there was no discernible relationship between student management and the students' attitude toward religious moderation at MAN 1 Jemberana. It is known that the value of sig X is  $0.373 > 0.05$  based on computations with the SPSS t test. t-count value of 0.906 and t-table of 2.045 were also obtained. So it is clear that student management has not had a substantial impact on student learning achievement at MAN 1 Jemberana (results).

The acceptance of radicalism and intolerance by teachers and students indicates that the reference values formulated in the five characters (religion, integrity, nationalism, independence, and cooperation) have been consistently taught by teachers in schools. It also shows the school's conservative attitude, because it is understood that the character values of a nation are part of the national education system which is the mandate of the state constitution (Lestari, 2016). To prevent the spread of radicalism and intolerance, the application of the five national characters according to the character education strengthening program launched by the government can be carried out by carrying out several strategies, including the first strategy for developing school culture and collaboration with communities outside the educational environment in maintaining school resilience. The two integrated learning strategies are teachers teaching the values of the five characters in the subjects they teach, especially the subjects of History, Civics, Counselling Guidance, and Religion.

## 5 Conclusion and Suggestion

At MAN 1 Jembrana, student attitudes toward religious moderation are unaffected by student management. It is known that the value of sig. X is  $0.373 > 0.05$  based on calculations with the SPSS t-test. The t-count value of 0.906 t-table 2.045 was also discovered. Thus, it can be said that attitudes about religious moderation are not much impacted by student management. Due of the conditions in schools, numerous solutions have been used to prevent intolerance influence and the characteristics of the students itself has already had moderation attitudes.

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